College of Business

1. **Department of Accounting/Finance/Economics**

   a. **CBAD 466**  Investment Analysis
      
      **Proposed revisions:** Course change. **Change course prefix and number from:** CBAD 466 to: FIN 402.

      **Proposed catalog description:** FIN 402 Investment Analysis. (3) (Prereq: CBAD 363 and MATH 160) Financial theory and techniques for overall investment analysis. Conceptual and analytical framework for formulating investment policies and analyzing securities. F, S.

      **Justification:** This is an existing course that was renamed and correction of catalog description.

      **Semesters offered:** Fall, Spring. **Date change is to be effective:** Fall 2011.

   b. **CBAD 469**  Portfolio Management

      **Proposed revisions:** Course change. **Change course prefix and number from:** CBAD 469 to: FIN 492.

      **Proposed catalog description:** FIN 492 Portfolio Management. (3) (Prereq: Grade of C or better in FIN 402) Conceptual and analytical framework for formulating investment policies and constructing portfolios. This is the capstone course for the Wealth Management Concentration. Special topics may be introduced. F, S.

      **Justification:** This is an existing course that was renamed and correction of catalog description.

      **Semesters offered:** Fall, Spring. **Date change is to be effective:** Fall 2011.

   c. **FIN 301**  Business Finance

      **Proposal for a new undergraduate course.**

      **Number of credits:** 3  **Prerequisites:** ECON 202, CBAD 202, CBAD 291 or STAT 201, MATH 132 or MATH 160.  **Corequisites:** None.  **Course restrictions:** For Accounting and Finance majors.  **Primary Goal:** This course is required for a major.

      **Proposed catalog description:** FIN 301 Business Finance. (3) (Prereq: ECON 202, CBAD 202, CBAD 291 or STAT 201, MATH 132 or MATH 160) Theoretical foundation of optimal financial policy with an emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S.

      **Justification:** The course will serve as to alleviate confusion about which section of CBAD 363 a student should register for. Currently sections of CBAD 363 are designated as Accounting/Finance major only sections or Management/Marketing/etc. only sections. This new course will take the place of the Accounting/Finance major only sections of CBAD 363.  **Impact on existing academic courses:** There will be little to no impact on existing programs because this course is taught as CBAD 363 with restrictions on enrollment at the section level. Certain sections are restricted to accounting and finance majors only.  **Estimated enrollment:** 50; Prior enrollment in course (if applicable) 50.  **Method of delivery:** Classroom.  **Semesters offered:** Fall, Spring.  **Date change is to be effective:** Spring 2012.
2. Department of Management and Decision Sciences

   a. CBAD 120 Introduction to the Global Culture of Business

   Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: None.  Corequisites: None.  Core Curriculum: Primary Goal 5, Part B: Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World.  Course restrictions: None.  Primary Goal: This course is required for a major.

Proposed catalog description: CBAD 120 Introduction to the Global Culture of Business.

(3) This course provides a foundation of basic business concepts in the context of current issues and trends in a global organizational setting. All content areas of the College of Business are surveyed with an emphasis on the impacts of cultural differences on finance, accounting, management, and marketing practices. Differences in cultural norms and values are considered along with basic global social and economic institutions and the global economic and legal systems in which businesses operate. This course emphasizes thinking critically about ethics and sustainability as applied to global problems and communicating about these issues both in written and oral formats. F, S.

Justification: CCU students will benefit from an additional course offering that is able to integrate important university core student learning outcomes including critical thinking and communication in the context of the study of other cultures. According to the Core Curriculum Assessment Report in 2009, for example, data from the Measure of Academic Proficiency and Progress test (MAPP) test suggests that 80% of our students are not proficient in critical thinking (T. Burns, 2009). In addition, according to the 2010-2011 assessment report in Teal Online, data from the core curriculum suggests that students score "poor or fair" in the majority of areas measuring oral and written communication. According to this report, students also express a broad interest in learning about other cultures. We feel CBAD 120 will be of interest to business majors and other students interested in learning about, and thinking critically about, global issues. While this course is most attuned to core goal 5B, we also feel that this course will assist in the achievement of several other related outcomes in the core curriculum such as critical thinking and communication. In terms of the College of Business, this course fits well with the student learning objectives specified as important for all business majors to obtain before graduation. These student learning objectives include critical thinking, oral and written communication, and ethical awareness. This course will be the only CBAD course available under core goal 5B and we would like to offer this as an option for students interested in a greater understanding of global business issues. In addition, we would like to include a business course early in the curriculum to interest and energize students about the topic area. For business majors, this course will help prepare them for what to expect in later classes and better understand their major. Finally, industry and socio-cultural trends suggest that more emphasis is needed on the global aspects of the business environment as people, organizations, and countries increasingly become subject to the effects of contemporary accelerated globalization. Impact one existing academic programs: This will broaden the opportunity for students interested in business to take a business course early in their college curriculum. This will also offer the opportunity for students who expect to major in business to fulfill the global core requirement with a class that pertains to their major if they so choose. This course will assist the College of Business in improving and expanding our curriculum based on assessment data. Currently, the Business core curriculum consists of 39 credit hours. Specific majors have credit hour
requirements that range from 15 credits (Management) to 24 credits (Accounting). Increasing the required credits in the Business core curriculum by adding CBAD 120 will reduce the number of elective hours available to the student by 3 credits (free electives currently ranging from 8-17 credits). This range is not outside of a normal range as compared to other majors. A Chemistry major, for example, allows for 9 elective credits. An Early Childhood Education major allows for 2 free elective credits. If the student chooses to use CBAD 120 to fulfill core goal 5B, they may retain the 3 credits as general electives. Estimated enrollment: 100-200 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2013.

b. CBAD 364 Production/Operations Management


Proposed catalog description: CBAD 364 Operations Management. (3) (=RTMA 475) (Prereq: A grade of C or better in CBAD 292 and CBAD 301) (Coreq: CBAD 350 and CBAD 363) An introduction to the design, operation, and improvement of service, manufacturing, and distribution processes. The integration of operations management with other organizational functions to achieve strategic goals is discussed throughout the course. F, S.

Justification: The title and course description changes are supported by the application of operations management theory and principles to process improvement in service, manufacturing, and the inclusion of distribution systems. The course title change eliminates any perception that the course focuses only manufacturing industries. Impact on existing academic programs: None. Semesters offered: Fall, Spring. Date change is to be effective: Fall 2012.

c. CBAD 373 Business Integration and Application

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: ECON 202, CBAD 202, CBAD 291, and CBAD 292. Corequisites: CBAD 350, CBAD 363, and CBAD 301. Course restrictions: Prerequisites include ECON 202, CBAD 202, CBAD 291, and CBAD 292. CBAD 350, CBAD 363, and CBAD 301 are corequisites. Primary Goal: This course is required for a major.

Proposed catalog description: CBAD 373 Business Integration and Application. (3) (Prereq: ECON 202, CBAD 202, CBAD 291, and CBAD 292) (Coreq: CBAD 350, CBAD 363, and CBAD 301) This course reviews key concepts from the pre-core courses in financial and managerial accounting, micro and macro economics and expands understanding of core courses in marketing, finance, and management. This course provides an appreciation for how accounting, finance, management and marketing principles work together in a business environment. A simulation will be used to assist in the application of basic concepts to a real world work environment. In this course, we emphasize thinking critically and ethically about complex problems and effective oral and written communication. F, S.
Estimated enrollment: 100-150 per semester Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

d. MGMT 320 Entrepreneurial Leadership
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: Junior standing. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
Proposed catalog description: MGMT 320 Entrepreneurial Leadership. (3) (Prereq: Junior standing) This course focuses on explaining the roles of entrepreneurs, intrapreneurs and innovation leaders in organizations and their potential impact on the larger world. The general ethic of the innovative and creative orientation of entrepreneurial leadership will be detailed. Practice in basic entrepreneurial leadership concepts are supported by hands-on projects and exercises. Students will be helped in integrating into their own lives the entrepreneurial ethic for long-run success in business and life. F, S.

Estimated enrollment: 60 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

e. MGMT 340 Attracting and Acquiring Talent
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: CBAD 301 and MGMT 307. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
Proposed catalog description: MGMT 340 Attracting and Acquiring Talent. (3) (Prereq: CBAD 301 and MGMT 307) Examines the processes necessary for the effective recruitment, selection, and orientation of employees in an organizational setting. The course will focus on human resources planning to meet organizational goals; job analysis and design; developing valid and reliable selection systems; ensuring legal compliance of selection systems; and facilitating the entry of new employees into the organization. F, S.

Justification: A survey of College of Business students indicated student interest in more specific areas of study within the business management discipline. One area of student interest was in Human Resource Management. Additionally, a review of peer and aspirant institutions revealed that a concentration in human resource management would make our management program more competitive and provide our students with a marketable skill set and prepare them for a career in a growing profession. The field of Human Resource Management has a well-defined set of critical content areas and skill sets that are required to be successful in the profession. These are defined and continually assessed by the Society for Human Resource Management (SHRM). SHRM has identified 12 minimum required content areas (content that should be taught via required coursework), 4 integrated content areas (content that should be integrated as much as possible into required coursework) and 7 secondary content areas (content that is valuable for graduates entering the marketplace but to a lesser degree) that are necessary for a sound program in human resource management. The proposed course (Attracting and Acquiring Talent) will cover three of the minimum required content areas: Employment Law, Job Analysis and Job Design, Staffing: Recruitment and Selection (including organizational entry and socialization). Additionally, all four integrated topics (ethics, globalization, HR’s role
in organizations, and managing a diverse workforce) will be addressed as they relate to the core course content. This course is necessary for providing a competitive and valuable HR education for management students. **Impact one existing academic programs:** This course will support a proposed concentration in Human Resource Management within the Management Major of the Bachelor of Science in Business Administration degree. Additionally, the course will be open to any student meeting the pre-requisites. It therefore could serve as an elective course for other management concentrations or a general elective for other disciplines of study (e.g. Psychology, Sociology). **Estimated enrollment:** 90 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Seminesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

f. MGMT 341 Managing Talent and Developing 21st Century Leaders  
Proposal for a new undergraduate course.

**Number of credits:** 3  **Prerequisites:** CBAD 301 and MGMT 307.  **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** MGMT 341 Managing Talent and Developing 21st Century Leaders. (3) (Prereq: CBAD 301 and MGMT 307) Extends the study of human resource management with a focus on developing employees and managing employee performance. Topics include the development, implementation and evaluation of training programs and performance appraisal systems, as well as career planning and employee relations issues. This course provides an analysis of effective approaches to training and development, with an emphasis on leadership development, and an illustration of performance feedback. F, S.  
**Estimated enrollment:** 90 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Seminesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

g. MGMT 420 Current Topics in Entrepreneurship & Innovation  
Proposal for a new undergraduate course.

**Number of credits:** 3  **Prerequisites:** C or better in CBAD 301.  **Corequisites:** MGMT 320 or permission of the instructor. **Course restrictions:** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** MGMT 420 Current Topics in Entrepreneurship & Innovation. (3) (Prereq: C or better in CBAD 301) (Coreq: MGMT 320 or permission of the instructor) This course enables a student to study emerging or important topics in entrepreneurship and innovation not covered in depth elsewhere. This includes areas of special interest to faculty or in an area of expertise. This can include but is not limited to service entrepreneurship, minority entrepreneurship, new venture fundraising, scientific product commercialization, and creative enterprise management. As needed.

h. MGMT 422 Managing Family/Small Business Growth & Innovation  
Proposal for a new undergraduate course.

**Number of credits:** 3  **Prerequisites:** Earned a C or better in MGMT 301 and MGMT 320.  **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course is required for a major.
Proposed catalog description: MGMT 422 Managing Family/Small Business Growth & Innovation. (3) (Prereq: C or better in MGMT 301 and MGMT 320) This course will enable a student to consider a full set of growth and innovation issues along with change implementation issues that exist in family and small businesses. The course surveys the unique aspects of family and small businesses and addresses sources of change initiatives ranging from simple growth, transitions of leadership, and implementation of innovations. Topics include transfer of power from founder/family member to non-founder/non-family member, hiring and acquiring additional resources, managing networks, international opportunity identification and issues, advanced internet technology and the small/family business. F, S.

Estimated enrollment: 30 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

i. MGMT 423 Study Abroad in Entrepreneurship & Innovation
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: CBAD 301 and MGMT 320 with a grade of C or better. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: MGMT 423 Study Abroad in Entrepreneurship & Innovation. (3) (Prereq: CBAD 301 and MGMT 320 with a grade of C or better) One aspect of entrepreneurial and innovation activities is that entrepreneurs, intrapreneurs, and innovation leaders must learn to take action and learn from others no matter where they are in the world. This course requires the student to engage in an entrepreneurial, or innovation research activity that combines field experiences from a study abroad trip to another country with secondary research. Experiential engagement to shift among the countries of the world with an average of 2 countries being experienced. The student reflects on and shares the learning from the work done for the class. May, Su.

Estimated enrollment: 10 Prior enrollment in course (if applicable). Method of delivery: Other: Study abroad experience using some classroom, some distance learning and a physical trip to at least one other country. Semesters offered: May and Summer. Date change is to be effective: Fall 2012.

j. MGMT 429 Practicum in Entrepreneurship & Innovation
Proposal for a new undergraduate course.

Number of credits: 3-6 Prerequisites: MGMT 421 or MGMT 422 with a grade of C or better. Corequisites: None. Course restrictions: This course may be taken twice under the following conditions: 1) the student is making satisfactory progress on the project but it will require an additional semester to complete, or 2) a second practicum is desired focusing on a different practicum project. In either case, the second course can count as the 6th course option, even if the first round of the course counts as the 5th course option. Primary Goal: This course is required for a major.

Proposed catalog description: MGMT 429 Practicum in Entrepreneurship & Innovation. (3-6) (Prereq: MGMT 421 or MGMT 422 with a grade of C or better) One aspect of entrepreneurial and innovation activities is that entrepreneurs, intrapreneurs, and innovation leaders must learn to take action. This course requires the student to engage in an
entrepreneurial, or innovation/growth implementation activity. Experiential engagement may include activities such as: Competing in business plan competitions; participating in ‘Students in Free Enterprise’ competitions; starting a business and demonstrating successful implementation (virtually or in real life); or doing a consulting project with a small business owner. A maximum of 6 credit hours may be taken. F, S, Su.

**Estimated enrollment:** 60 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Seminars offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

**k. MGMT 440 Retaining Talent and Maximizing the Value of Human Capital**

**Proposal for a new undergraduate course.**

**Number of credits:** 3  **Prerequisites:** CBAD 301, MGMT 306, and MGMT 307. **Corequisites:** None. **Course restrictions:** This course may be taken twice under the following conditions: 1) the student is making satisfactory progress on the project but it will require an additional semester to complete, or 2) a second practicum is desired focusing on a different practicum project. In either case, the second course can count as the 6th course option, even if the first round of the course counts as the 5th course option. **Primary Goal:** This course is required for a major.

**Proposed catalog description:** MGMT 440 Retaining Talent and Maximizing the Value of Human Capital. (3) (Prereq: CBAD 301, MGMT 306, and MGMT 307) This course examines processes and practices associated with retaining employees in light of an organization’s strategic goals and objectives, including development and implementation of a total rewards system and ensuring workplace safety. Topics addressed include compensation, benefits, workplace safety, and health and security. F, S.

**Estimated enrollment:** 90 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Seminars offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

**l. MGMT 482 Global Supply Chain Management**

**Proposal for a new undergraduate course.**

**Number of credits:** 3  **Prerequisites:** CBAD 304 and CBAD 364. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course is required for a major.

**Proposed catalog description:** MGMT 482 Global Supply Chain Management. (3) (Prereq: CBAD 304 and CBAD 364) This course covers supply chain management from a global perspective. Topics include supply chain strategy, global sourcing, procurement strategies, purchasing, outsourcing, offshoring, global logistics, warehouse management, inventory management, risk pooling, global supply chain integration, and supply chain information technologies. F, S.

**Estimated enrollment:** 30 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Seminars offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.
m. MGMT 483  Business Process Management
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: CBAD 304 and CBAD 364. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: MGMT 483 Business Process Management. (3) (Prereq: CBAD 304 and CBAD 364) This course covers the concepts and techniques of business process analysis and improvement as they relate to operations. Topics include process mapping, process modeling, lean systems, six-sigma, business process reengineering, and quantitative total quality management techniques. F, S.

Justification: This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. Impact on existing programs: As this course supports the proposed OTM Concentration is Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. Estimated enrollment: 30 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

n. MGMT 484  Decision Support Systems
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: CBAD 304 and CBAD 364. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: MGMT 484 Decision Support Systems. (3) (Prereq: CBAD 304 and CBAD 364) This course provides an introduction to Decision Support Systems as they pertain to business and managerial decision-making through the use of computer-based systems for creating business intelligence. Visual Basic for Applications is used in this course to create, analyze, and automate business decisions. Topics include DSS definitions and terminology, DSS creation using Excel, the Excel Object Model, introduction to VBA and macros, custom user interface creation, and VBA interface components. Integration of other business data representations such as web data and other external databases will also be included in this course. F, S.

Justification: This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. Impact on existing programs: As this course supports the
proposed OTM Concentration is Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Estimated enrollment:** 30 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

**o. MGMT 485 Process Planning and Control**
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisites:** CBAD 304 and CBAD 364.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course is required for a major.  

**Proposed catalog description:** MGMT 485 Process Planning and Control. (3) (Prereq: CBAD 304 and CBAD 364) This course provides an introduction to process planning and control systems for business and industry. Topics include manufacturing planning and control (MPC) systems, demand management, master production scheduling (MPS), material requirements planning (MRP), capacity management, production activity control (PAC), and Just-in-Time manufacturing and production. F, S.

**Justification:** This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. **Impact on existing programs:** As this course supports the proposed OTM Concentration is Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Estimated enrollment:** 30 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

3. **Department of Marketing and Resort Tourism**

**a. CBAD 350 Marketing**

**Proposed revisions:** Course change. **Change prerequisites from:** Grade of C or better in ECON 101 or ECON 202 **to:** None.  

**Proposed catalog description:** CBAD 350 Marketing. (3) A study of the marketing of goods and services, including legal, social, economic, and technological considerations; consumer behavior and target markets; product; pricing; promotion; channels of distribution, and development of marketing strategy. F, S.

**Justification:** Principles of Marketing courses have some common components: (1) Assessing the Market; (2) Buyer Behavior; (3) Market Segmentation; (4) Marketing Research; and (5) Marketing Strategy. The prior prerequisites (ECON 101 or ECON 202) are not necessary ingredients for success in a survey Marketing course. As such, the ECON prerequisite is
proposed to be dropped. **Semesters offered:** Fall, Spring. **Date change is to be effective:** Fall 2012.

b. CBAD 497  
**Business Internship**

**Proposed revisions:** Course change. **Change prerequisites from:** Junior standing, minimum GPA of 2.5, and approval of the Associate Dean to: Junior standing, minimum GPA of 2.5, and approval of the Director of the Wall Center for Excellence. **Change number of credits from:** 3-6 to: 3-12.

**Proposed catalog description:** CBAD 497 Business Internship. (3-12) (Prereq: Junior standing, minimum GPA of 2.5, and approval of the Director of the Wall Center for Excellence) The Business Internship is a supervised work experience in a business setting. The specific work environment and student’s job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from three to twelve (3–12) credit hours for the Business Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) business internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su.

**Justification:** Currently, students may enroll in this course for three (3) to six (6) credit hours. Consistent with University-wide practice, students are required to gain a minimum of sixty (60) hours of professional/work experience for each one (1) academic credit hour earned. Consequently, a six (6) credit hour designation is appropriate for students that are completing 360 hours or more of professional/work experience. The Wall Fellows program requires a 6-month, full-time internship during which time the students may work as many as 1,000 hours. Many of these students need to maintain full-time enrollment during this internship experience in order to maintain financial aid support, student loan deferment, scholarship eligibility, insurance coverage, and the like. Consequently, they have been enrolled in six (6) credit hours of CBAD 497 and six (6) credit hours of CBAD 399 (Independent Study in Business) simultaneously. It is inappropriate to award students credit and grades in two separate classes based upon one singular internship experience and set of assignments. Consequently, the goal is to be able to enroll the student in one internship class while they engage in an extended internship experience. Also, the change in the course description provides a more detailed and accurate description of the Business Internship course and clarifies the expectations placed on students, which allows students to make a more informed decision as to whether they may want to enroll in an internship experience. In addition, the new course description places restrictions on the number of internship credit hours that may be applied to a degree program for students that enroll in an internship for more than six (6) credit hours. Finally, the new syllabus ensures that the course is compliant with the requirements of the experiential learning quality enhancement plan, enhances the supervision of student interns, and improves faculty’s ability to assess student performance. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Spring 2012.
c. RTMA 180  Guest Services I

Proposed revisions: Course change. Change in the course description:
Proposed catalog description: RTMA 180 Guest Services I. (1) (=PGMP 180) (Prereq: RTMA 101) The Guest Services I internship is a supervised work experience in which students are employed in a “heart-of-the-house” or support function within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. F, S, Su.

Justification: The current course description is inaccurate and outdated based upon how the course is currently being delivered. The new description complies with the experiential learning standards outlined in the University's Quality Enhancement Plan (QEP). The attached syllabus ensures compliance with the QEP and improves faculty's ability to assess student performance in the course. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Spring 2011.

d. RTMA 280  Guest Services II

Proposed revisions: Course change. Change in course description:
Proposed catalog description: RTMA 280 Guest Services II. (1) (=PGMP 280) (Prereq: RTMA 101) The Guest Services II internship is a supervised work experience in which students are employed in a high guest or customer contact capacity within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. F, S, Su.

Justification: The current course description is inaccurate and outdated based upon how the course is currently being delivered. The new description complies with the experiential learning standards outlined in the University's Quality Enhancement Plan (QEP). The attached syllabus ensures compliance with the QEP and improves faculty's ability to assess student performance in the course. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Spring 2012.

e. RTMA 387  Conventions and Event Management

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: C or better in CBAD 201. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective.

Proposed catalog description: RTMA 387 Conventions and Event Management. (3) (Prereq: C or better in CBAD 201) The course provides information on systems, technologies, and organizations in the meetings, expositions, events, and convention (MEEC) industry. F.

Estimated enrollment: 20 Prior enrollment in course (if applicable). Method of delivery: Classroom, Other: Lecture, case analysis, guest speakers, experiential learning exercises, which often involved planning an actual event. Semesters offered: Fall. Date change is to be effective: Fall 2012.
f. RTMA 475 Resort Operations Management


Proposed catalog description: Resort Operations Management. (3) (=CBAD 364) (Prereq: CBAD 292 and CBAD 301) (Coreq: CBAD 350 and CBAD 363) A study of the interactions among organizational resources used in some combination to provide resort-tourism products and services. Special attention is given to decision making using conventional and quantitative tools and techniques within the context of a resort-tourism setting. F, S.

Justification: None. Semesters offered: Fall, Spring. Date change is to be effective: Fall 2012.

College of Education

1. Department of Early Childhood, Elementary Education, Physical Education & Special Education

a. EDEC 338 Creative Experiences for Young Children

Proposed revisions: Remove course from catalog. Justification: The content of the course will be subsumed in the early childhood methods courses. Semesters offered: Fall, Spring. Date change is to be effective: Fall 2011.

b. EDEL 385 Teaching English Language Arts

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: Admission to the Professional Program in Elementary Education. Corequisites: EDEL 343, EDEL 388, and EDEL 471. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: EDEL 385 Teaching English Language Arts. (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) An interdisciplinary and integrated approach to the study of constructivist, research-based methods for teaching English Language Arts to elementary students. Particular attention is directed toward preparing candidates to analyze young students' writing and to plan instruction that will foster students' growth and improve their skills in writing. F, S.

Justification: EDEL 385 represents the English Language Arts "half" of the previous EDEL 386 that combined both English Language Arts and Social Studies into one 6-credit hour methods course. We are separating these content areas into two separate methods courses so that faculty can focus their instruction on just one content area (in this case, English Language Arts) for the entire semester. Creating a dedicated methods course for English Language Arts will better prepare Elementary candidates to teach this important subject to students in grades 2-6. Impact on existing academic programs: Aside from better preparing our Elementary Candidates, there will be no impact to the existing academic program. The total credit hours will remain the same and faculty who were previously teaching EDEL 386 will also teach EDEL 385. Estimated enrollment: 20 Prior enrollment in course (if applicable) 18. Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Spring 2012.
c. EDEL 472 Classroom Management for Diverse Settings

Proposed revisions: Course change. Change in course description: Remove “EDEL 471” from the phrase in the course description that reads: “Requires concurrent enrollment in EDEL 414 and EDEL 471.”

Proposed catalog description: EDEL 472 Classroom Management for Diverse Settings. (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDEL 414) This course addresses the management and diversity issues in current elementary school classrooms. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgments based on appropriate management philosophies. Requires concurrent enrollment in EDEL 414. F, S.

Justification: EDEL 471 has been relocated from the Junior II block of courses to the Senior I block; as a result, it should be removed as a "concurrent course" or "corequisite" in the catalog description of EDEL 472. Semesters offered: Fall, Spring. Date change is to be effective: Spring 2012.

d. EDEL 486 Teaching Social Studies

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: Admission to the Professional Program in Elementary Education. Corequisites: EDEL 343, EDEL 388, and EDEL 471. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: EDEL 486 Teaching Social Studies. (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) A constructivist approach to the study of research-based social studies teaching methods for the elementary grades. Particular attention is given to integrating the Social studies with other content areas. Concurrent enrollment in EDEL 343, EDEL 388, and EDEL 471 is required. F, S.

Justification: EDEL 486 represents the Social Studies "half" of the previous EDEL 386 that combined both English Language Arts and Social Studies into one 6-credit hour methods course. We are separating these content areas into two separate methods courses so that faculty can focus their instruction on just one content area (in this case, Social Studies) for the entire semester. Creating a dedicated methods course for Social Studies will better prepare Elementary candidates to teach this important subject to students in grades 2-6. Impact on existing academic programs: None. Estimated enrollment: 18-22 Prior enrollment in course (if applicable) 21. Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Spring 2012.

College of Humanities and Fine Arts

1. Department of Communication

a. COMM 330 Communication and Technology

Proposal for a new undergraduate course.
b. COMM 340   Media Effects
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: JOUR 201.  Corequisites: None.  Course restrictions: None.  Primary Goal: This course may be used as an elective.
Proposed catalog description: COMM 340 Media Effects.  (3) (Prereq: JOUR 201) This course examines the use and effects of media for individuals and societies. It will cover topics such as: what media content affects people, the types of people who are affected by media content, what those effects are and how they occur, and what situations makes effects more or less likely to occur.  F, S.
Justification: Students in the Interactive Journalism concentration will be prepared to both produce media content and work in the media industry. It is important for future content producers and industry workers to understand the effects of media content.  Impact on existing academic programs: None.  Estimated enrollment: 25  Prior enrollment in course (if applicable).  Method of delivery: Classroom, Distance Learning.  Semesters offered: All.  Date change is to be effective: Spring 2012.

c. COMM 345   Communication Activism
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: Juniors and Seniors only and successful completion of 60 credit hours.  Corequisites: None.  Course restrictions: Juniors and Seniors only; Successful completion of 60 semester credit hours required.  Primary Goal: This course may be used as an elective.
Proposed catalog description: COMM 345 Communication Activism.  (3) (Prereq: Juniors and Seniors only and successful completion of 60 credit hours) This seminar requires students to work with non-governmental, governmental and/or grass roots advocacy groups engaging in public service, social justice, and/or other applied communication projects often now collectively referred to as Communication Activism. Utilizing a variety of communication skills - including but not limited to message design for foundational, educational, and/or preventive campaigns - students will research, publicize, advocate against, and/or intervene in a social justice project.
with a community service organization. This is an active, intensive course that combines service learning with perspectives and practices from communication, health promotion, social science, and journalism. As such, this course is designed for students committed to social activism. F, S.

**Justification:** Communication Activism is a growing genre within communication studies. It meets industry, socio-cultural, and student demands. In addition, it provides an opportunity to fulfill "its responsibility to be a role model to the community and to the professions," an integral part of CCU's stated institutional mission and goals. **Impact on existing academic programs:** It provides opportunities for experiential learning, using students' previous course work in research methodology, theoretical positionalities, and public speaking/public address. The course's cross-disciplinary nature allows for diverse opportunities for a variety of students. Finally, it compliments existing programs, fields of research, and expertises. In addition, since it's an elective, no negative significant impact on existing resources is anticipated. **Estimated enrollment:** 25 Prior enrollment in course (if applicable) 25. **Method of delivery:** Classroom. **Semesters offered:** All. **Date change is to be effective:** May 2012.

d. **JOUR 319 Public Relations Practice**
Proposal for a new undergraduate course.

**Number of credits:** 3 **Prerequisites:** JOUR 309. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** JOUR 319 Public Relations Practice. (3) (Prereq: JOUR 309) This course is a study of best practices in public relations that provides a comprehensive overview of strategic principles applied by various organizations. Students will gain a broad understanding of the public relations field and refine their skills in creating messages and making oral presentations. F, S.

**Justification:** This course will serve as an essential component in the new concentration in public relations that has been approved by the CHE. It will provide a necessary next step in practice and principles of public relations for students already introduced to the field in JOUR 309. **Impact on existing academic programs:** None. **Estimated enrollment:** n/a. **Method of delivery:** Classroom. **Semesters offered:** All. **Date change is to be effective:** Fall 2012.

e. **JOUR 419 Strategic Communication Campaigns**
Proposal for a new undergraduate course.

**Number of credits:** 3 **Prerequisites:** COMM 276 and JOUR 319. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** JOUR 419 Strategic Communication Campaigns. (3) (Prereq: COMM 276 and JOUR 319) This is an in-depth and applied study of the strategic communication process, including research, planning, implementation, and evaluation. The course is designed specifically to provide experiential learning opportunities as students work in teams to develop a campaign. F, S.

**Justification:** In order to prepare students for work in the Public Relations industry, they need to have experience creating PR campaigns, a common task for PR professionals. This course provides an in-depth, hands-on experience in designing and understanding such campaigns. Students need the experiential knowledge this course will offer to be equipped to work in the PR industry or to pursue graduate study in a relevant field. **Impact on existing academic
f. JOUR 450  Senior Seminar
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: Completion of 90 credit hours. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective. Proposed catalog description: JOUR 450 Senior Seminar. (3) (Prereq: Completion of 90 credit hours) This course is a narrow, but in-depth examination of a topic in media studies. The topic should be one either not covered in other courses or only surveyed. Course material will focus on relevant research and theory. F, S. Justification: Students in the Interactive Journalism concentration will study two categories of classes: academic-oriented and production-oriented. This senior seminar is the academic counterpart to advanced production classes. It is necessary for students to have a concentrated knowledge of at least one area prior to graduation. This course also prepares students for graduate studies by examining research and theory in depth. Impact on existing academic programs: None. Estimated enrollment: 20 Prior enrollment in course (if applicable). Method of delivery: Classroom, Other: the syllabus provided for this course is topic specific so the course description in the syllabus varies from the general description provided for the catalog. Semesters offered: All. Date change is to be effective: Spring 2012.

2. Department of Politics and Geography

a. POLI 359  National Security Strategy
Proposal for a new undergraduate course.

Number of credits: 3  Prerequisites: POLI 201 or permission of the instructor. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate. Proposed catalog description: POLI 359 National Security Strategy. (3) (Prereq: POLI 201 or permission of the instructor) This course is an examination of classic and modern strategic theory and its applicability on the use of modern warfare by democratic societies. Topics for the course will include counter-insurgency warfare, the role of non-state actors, and the impact of the global context on strategic decision-making. S. Justification: Course will be a core requirement for the new B.A. in Intelligence and National Security Studies and the associated academic minor. Course will also serve as upper-division elective credit for the POLI major. Impact on existing academic programs: None. Estimated enrollment: 20-25. Method of delivery: Classroom. Semesters offered: Spring. Date change is to be effective: Fall 2011.

b. POLI 494  Intelligence and National Security Studies Capstone
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisites: Completion of 90 credit hours or permission of the instructor. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate.

Proposed catalog description: POLI 494 Intelligence and National Security Studies Capstone. (3) (Prereq: Completion of 90 credit hours or permission of the instructor) This course is designed to be a culminating experience in the study of intelligence and national security studies at the undergraduate level. Beyond a study of the contemporary issues and challenges in the field, students will utilize their accumulated knowledge and skills in the production and presentation of a piece of original research. S.

Justification: Course will serve as the capstone experience for the new B.A. in Intelligence and National Security Studies. Course can also count as elective credit in the POLI major. Impact on existing academic programs: None. Estimated enrollment: 20-25. Method of delivery: Classroom. Semesters offered: Spring. Date change is to be effective: Fall 2012.

3. Department of Theatre

   a. THEA 130 Principles of Dramatic Analysis

   Proposed revisions: Enter Course into the Core. Add to Core Curriculum Primary Goal number 4. Knowledge of Humanistic Concepts.

   Proposed catalog description: THEA 130 Principles of Dramatic Analysis. (3) This course is designed to cultivate students understanding of contemporary cultural/literary theories, critical evaluation, analysis, and interpretation of dramatic literature and performance. The class emphasizes traditional and non-traditional canons of dramatic literature, traditional structures and forms of drama and cultural arguments within their literary, historical and philosophical contexts. F, S.

   Justification: from across campus in various majors take the course and offer positive feedback. The core goal focuses on students gaining the ability to recognize interpret and evaluate humanistic thought and expression from a variety of viewpoints. Speaking strictly from my point of view, I cannot imagine a better way to do this than through theatrical literature. Placing students squarely into the dialogue creates the opportunity to "see" different vantage points. Traditionally the course has only been offered in the fall, but we would expand the offering to include the spring semester. Impact on existing academic programs: With adding one to two more sections of the class the department of theatre will need to offer fewer elective courses. We believe by doing that we will better serve the student body as a whole as well as make the core stronger. Semesters offered: Fall, Spring. Date change is to be effective: Fall 2012.

   b. THEA 142 The Speaking Voice

   Proposal for a new undergraduate course.

   Number of credits: 3 Prerequisites: None. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.

   Proposed catalog description: THEA 142 The Speaking Voice. (3) The course is designed to develop a clear and expressive speaking voice for performance and communication. Work includes exercises to reduce tension, enhance confidence, increase clarity and improve the quality of the voice. Learning is accomplished though conceptual study (reading, discussion,
writing assignments and/or tests), in-class exercises, individual practice, and performance of text. F, S.

**Justification:** Under the proposed B.A. in Theatre, the liberal arts student would be allowed to explore the art of theatre from a variety of perspectives. This course would promote learning about the voice across a spectrum of potential interest and would not focus, primarily, on the actor's perspective. In turn, it would promote applications of voice work to other uses in the theatre. **Impact on existing academic programs:** None. **Estimated enrollment:** 12 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Spring 2012.

c. **THEA 150**  
**Acting I**

**Proposed revisions:** Course change. **Change in course description:**

**Proposed catalog description:** THEA 150 Acting I. (3) (Prereq: THEA 130) A studio course in the foundational techniques of acting. The course explores the demands and conventions of realistic acting. Using a variety of individual and group exercises the student will develop actor skills through exploration of “work on the self and work on the role.” Students will create and develop character using vocal and physical exploration, script analysis, and the active pursuit of objectives among others. Participants in this course will perform improvisations, monologues and scenes. Written work will include character analyses, text analyses, and critical review of outside performances. F.

**Justification:** Due to the implementation of the new B.F.A. degrees within the department of Theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. **Semesters offered:** Fall. **Date change is to be effective:** Fall 2012.

d. **THEA 250**  
**Acting II**

**Proposed revisions:** Course change. **Change prerequisites from:** THEA 150 to: THEA 150 and THEA 160.

**Proposed catalog description:** THEA 250 Acting II. (3) (Prereq: THEA 150 and THEA 160) A studio course that expands upon the foundations learned in Acting I. The course explores the fundamental techniques of realistic acting through the theories and writings of theatre visionaries such as; Konstantin Stanislavski and Uta Hagen. Actors are challenged to apply their knowledge of acting technique through investigation of a shared vocabulary as applied to text. Text analysis will be covered through the investigation of plays from the American Realist genre. This course combines class exercises and scene work to deepen the understanding and playing of action in the realistic mode. F.

**Justification:** Due to the implementation of the new B.F.A. degrees within the department of Theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is part of a sequence of acting courses and is only required for the Theatre
students in pursuit of B.F.A. degrees in performance. **Semesters offered:** Fall. **Date change is to be effective:** Fall 2012.

e. **THEA 260 Acting II Studio**

**Proposed revisions:** Course change. **Change prerequisites from:** THEA 250 to: THEA 250, B.F.A. program only or by permission of the instructor.  

**Proposed catalog description:** THEA 260 Acting II Studio. (3) (Prereq: THEA 250, B.F.A. program only, or by permission of the instructor) A studio based course that explores the transformative nature of character development. The integration of character-specific movement, vocal work and personalization are given special attention. Students progress toward integrating the analytical and intuitive components of acting through the rehearsal of selected scenes. **Semesters offered:** Fall. **Date change is to be effective:** Fall 2012.

f. **THEA 301 Repertory for Musical Theatre I**  
Proposal for a new undergraduate course.  

**Number of credits:** 1 **Prerequisites:** THEA 212. **Corequisites:** None. **Course restrictions:** Course reserved for B.F.A. Musical Theatre Majors or by permission of the instructor. **Primary Goal:** This course is required for a major.  

**Proposed catalog description:** THEA 301 Repertory for Musical Theatre I. (1) (Prereq: THEA 212) The student will explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on the initial study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. F, S.  

**Justification:** In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. **Impact on existing academic programs:** We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. **Estimated enrollment:** 20 Prior enrollment in course (if applicable) 10-18. **Method of delivery:** Classroom, Laboratory, Hybrid. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Spring 2012.

g. **THEA 302 Repertory for Musical Theatre II**  
Proposal for a new undergraduate course.  

**Number of credits:** 1 **Prerequisites:** THEA 301. **Corequisites:** None. **Course restrictions:** B.F.A. in Musical Theatre or permission of the instructor. **Primary Goal:** This course is required for a major.
Proposed catalog description: THEA 302 Repertory for Musical Theatre II. (1) (Prereq: THEA 301) The continued study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. The sustained study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. F, S.

Justification: In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. Impact on existing academic programs: We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. Estimated enrollment: 10 Prior enrollment in course (if applicable). Method of delivery: Classroom, Laboratory, Hybrid. Semesters offered: Fall and Spring. Date change is to be effective: Spring 2012.

h. THEA 350 Acting III

Proposed revisions: Course change. Change prerequisites from: THEA 250 to: THEA 260, B.F.A. program only or by permission of the instructor.

Proposed catalog description: THEA 350 Acting III. (3) (Prereq: THEA 260, B.F.A. program only, or by permission of the instructor) A studio course that expands upon the foundations learned in Acting I, Acting I: Studio and Acting II, Acting II: Studio. Actors are challenged to explore elements of character and style through the study of the Non-Realist genre. Students broaden their knowledge of acting as they approach material that makes increased demands on their physical, vocal, technical and imaginative resources. The techniques for character development, the pursuit of action and the understanding of text will be employed in the realm of a modernist approach to theatre. Topics may be drawn from contemporary, modern and avant-garde drama. F.

Justification: Due to the implementation of the new B.F.A. degrees within the department of Theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is part of a sequence of acting courses and is only required for the Theatre students in pursuit of B.F.A. degrees in performance. Semesters offered: Fall. Date change is to be effective: Fall 2012.

i. THEA 364 Acting III Studio

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: THEA 350, BFA Program only or by permission of the instructor. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.

Proposed catalog description: THEA 364 Acting III Studio. (3) (prereq: THEA 350, B.F.A. Program only, or by permission of the instructor) An advanced studio-based course in acting
techniques and styles that explores alternatives to realism. Through extensive scene work, the
course investigates the demands of specific playwrights’ works that create a non-realistic world
view. S.

Justification: Due to the implementation of the new BFA degrees within the department of
theatre, four new acting classes have been added or are in the process of being added to make a
total of eight levels of acting taught over the course of four years. This new sequence includes
the addition of four studio courses, one of which is Acting III Studio. Impact on existing
academic programs: None. Estimated enrollment: 12 Prior enrollment in course (if
applicable). Method of delivery: Classroom. Semesters offered: Spring. Date change is to be
effective: Fall 2012.

j. THEA 372 Movement for the Actor

Proposed revisions: Course change. Change in course description:

Proposed catalog description: THEA 372 Movement for the Actor. (3) (Prereq: THEA 150)
The course will provide an introduction to current ideas in movement theory. Students will gain
basic physical skills needed for acting: breath control, relaxation, flexibility and manipulation of
the body at rest and in motion. In addition, this course will explore a method of training actors
and their collaborators to develop a language of movement and sound based on the elements of
time and space. F.

Justification: Due to the implementation of the new B.F.A. degrees within the department of
Theatre, four new acting classes have been added or are in the process of being added to make a
total of eight levels of acting taught over the course of four years. This new sequence, in addition
to two new hires with added expertise in the realm of performance, prompted changes to the
course descriptions for the majority of the acting classes. These changes to the descriptions allow
for more specific training to be covered in each of the courses, while still embodying the original
precepts. Semesters offered: Fall. Date change is to be effective: Fall 2012.

k. THEA 376 Dance for Musical Theatre IV (Styles)

Proposed revisions: Course change. Prerequisites: from: THEA 174, THEA 175, and THEA
176 or permission of the instructor to: THEA 274, THEA 276, and THEA 277 or permission of
the instructor.

Change number of credits: from 3 to 2.

Change title of course: from: Dance for Musical Theatre IV (Styles) to: Musical Theatre Dance
Styles.

Proposed catalog description: THEA 376 Musical Theatre Dance Styles. (2) (Prereq: THEA
274, THEA 276, and THEA 277 or permission of the instructor) The study and application of the
choreographic styles of several leading Musical Theatre choreographers as well as student
practice in choreography for the Musical Theatre. S.

Justification: The changes in the prerequisites are a reflection of the advanced work required in
the class and the dance foundation needed to fulfill those requirements. The change in the title is
for clarity and the elimination of the number (IV) from after the title is to reflect the accuracy of
the top level of the class in what is now a progression of seven classes. The change in the credit
is to keep the course consistent with the other credits for dance classes. BFA Musical Theatre
majors are required to take this course OR THEA 377 Dance Company to fulfill the top level
dance requirement. Semesters offered: Spring. Date change is to be effective: Fall 2012.
1. THEA 401 Repertory for Musical Theatre III
Proposal for a new undergraduate course.

Number of credits: 1 Prerequisites: THEA 302. Corequisites: None. Course restrictions: B.F.A. in Musical Theatre or permission of the instructor. Primary Goal: This course is required for a major.

Proposed catalog description: THEA 401 Repertory for Musical Theatre III. (1) (Prereq: THEA 302) The advanced study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. May be taken twice for credit. F, S.

Justification: In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. Impact on existing academic programs: We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. Estimated enrollment: 10 Prior enrollment in course (if applicable). Method of delivery: Classroom, Laboratory, Hybrid. Semesters offered: Fall and Spring. Date change is to be effective: Spring 2012.

m. THEA 440 Vocal Production for the Actor
Proposed revisions: Course change. Prerequisites: from: THEA 240 to: B.F.A. Program only or by permission of the instructor.
Change course number: from: THEA 440 to: THEA 242.
Proposed catalog description: THEA 242 Vocal Production for the Actor. (3) (Prereq: B.F.A. Program only or by permission of the instructor) A course in experiential learning, conceptual study and performance to develop the actor’s ability to reveal thought and emotion through the voice. Students will engage in exercises to improve breathing, resonance, range and clarity for the purposes of reducing tension to free the voice for creative expression. F. Justification: Due to the new BFA Performance Programs within the Department of Theatre, and with the additional voice class proposed for the BA Theatre Majors, Vocal Production for the Actor is now the first of three courses for the development of the voice for the BFA Performance majors. The department is looking to number them in sequence. Due to the implementation of the new BFA degrees within the department of theatre and new hires with added expertise in the realm of voice training, the department of theatre has chosen to change this course description to allow for more specific training to be covered in this course, while still embodying the original precepts. The prerequisite changes are a result of the changes to the BA degree. Semesters offered: Fall. Date change is to be effective: Fall 2012.

n. THEA 442 Actor's Voice Lab
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: BFA Program only or by permission of the instructor. Corequisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
Proposed catalog description: THEA 442 Actor's Voice Lab. (3) (Prereqs: B.F.A. Program only or by permission of instructor) The goal of this class is further development of the actor’s expressive voice. The purpose is to support the actor’s training in performing classical drama or other challenging texts, and to address individual vocal challenges. Learning is accomplished through class exercises, individual coaching, individual practice and performance. Class meets as a group, and in individually scheduled sessions. Repeatable for up to 9 credit hours. F, S.

Justification: This course provides a top level of rigorous study for the BFA Theatre Arts major with an emphasis in Acting. The added level is in keeping with the new BFA programs developed in the department and allows the actors to study voice for an adequate amount of time to develop a strong and flexible instrument for use in the profession. Impact on existing academic programs: None. Estimated enrollment: 12 Prior enrollment in course (if applicable). Method of delivery: Classroom, Laboratory. Semesters offered: Fall and Spring.

Date change is to be effective: Spring 2012.

o. THEA 450 Acting IV

Proposed revisions: Course change. Change prerequisites from: THEA 350 to: THEA 364, B.F.A. program only or by permission of the instructor.

Proposed catalog description: THEA 450 Acting IV. (3) (Prereq: THEA 364, B.F.A. program only, or by permission of the instructor) The course explores the fundamental techniques of elevated text work. By studying the demands and conventions of classical plays, the actor will be challenged to apply learned techniques and, in addition, develop an approach to elevated text. Extensive text analysis, including examination of verse structure and scansion, will be used in combination with class exercises. Students will utilize the work from preceding acting courses and will understand its connection to classical performance. The work will culminate in monologue, sonnet, or scene work. F.

Justification: Due to the implementation of the new B.F.A. degrees within the department of Theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is part of a sequence of acting courses and is only required for the Theatre students in pursuit of B.F.A. degrees in performance. Semesters offered: Fall. Date change is to be effective: Spring 2012.

p. THEA 460 Acting IV Studio

Proposed revisions: Course change. Change prerequisites from: THEA 450 to: THEA 450, B.F.A. program only or by permission of the instructor.

Proposed catalog description: THEA 460 Acting IV Studio. (3) (Prereq: THEA 450, B.F.A. program only, or by permission of the instructor) A studio based course that explores the physical and vocal demands of period acting. Classical poet/dramatists will be studied. Historical research will be expected along with text analyses, scoring of text and critical evaluation of a specific classical playwright’s work. This course combines extensive table work with exploration of applied acting techniques from the previous acting courses. In addition, an exploration of the physical and vocal demands of period acting as well as the historical context of each text will be addressed. The work will culminate in advanced monologue, sonnet or scene work. S.
Justification: Due to the implementation of the new B.F.A. degrees within the department of Theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is part of a sequence of acting courses and is only required for the Theatre students in pursuit of B.F.A. degrees in performance. Semesters offered: Spring. Date change is to be effective: Spring 2012.

4. Department of Visual Arts

a. ARTD 304 Motion Design I
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: ARTD 202. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate. Proposed catalog description: ARTD 304 Motion Design I. (3) (Prereq: ARTD 202) A beginning exploration of design using animation, sound and design for TV, Film and Web with an emphasis on the viewer’s experience. Students will gain knowledge of the design process for time-based media by developing storyboard concepts that will be turned into final movies. F.

Justification: This course will enable students to obtain skills desperately needed to meet industry demands, both regionally and nationally. An understanding of AfterEffects increases student post-graduation employability in the areas of web design and TV and film production. For example, last school year I was contacted on several occasions by companies requesting use of this skill set. To my knowledge, there are only two people in the Myrtle Beach area who currently have the ability to provide basic AfterEffects project development for hire. Impact on existing academic programs: Current offerings in the multi-media area within the department of Visual Arts are extremely limited. Web Design 1 is the only required multi-media course that is taught. Current multi-media electives include Web Design 2 &3. This proposed course will add an elective in the multi-media/new media that would be offered once a year. Estimated enrollment: 16 Prior enrollment in course (if applicable). Method of delivery: Classroom, Laboratory. Semesters offered: Fall. Date change is to be effective: Fall 2012.

b. ARTS 408 Studio Lighting
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: ARTS 362. Corequisites: None. Course restrictions: Students that are subject to seizures due to disorders such as epilepsy or rapidly flashing light should not take this course. Primary Goal: This course may be used as an elective or cognate. Proposed catalog description: ARTS 408 Studio Lighting. (3) (Prereq: ARTS 362) An intensive studio course in photographic lighting techniques. Through demonstrations and lectures will learn how to use artificial lighting within the context of commercial and artistic application. The course will include, but is not limited to, techniques in location lighting, portrait, still life,
editorial, and fine art photography. This course emphasizes creative visual communication through commercial and technical application. F.

**Justification:** The intention of this class is to give the students hands-on experience with professional studio lighting equipment. Throughout the semester the students of this course will gain an understanding of how to use artificial lighting in both commercial and creative settings. Having this experience will give the students a more rounded photographic education and allow them to function in both fine art and commercial studios. Having studio experience also makes our students more attractive to employers. **Impact on existing academic programs:** The department of visual art does not offer any courses that train our students how to use commercial studio lighting equipment. With the recent addition of a new photo faculty member and studio lighting equipment we can now offer our students the training they need to be successful in a professional environment. **Estimated enrollment:** 12 Prior enrollment in course (if applicable) 11. **Method of delivery:** Classroom, Laboratory. **Semesters offered:** Fall. **Date change is to be effective:** Fall 2012.

c. ARTS 424 Photographic Theory and Practice
Proposal for a new undergraduate course.

**Number of credits:** 3 **Prerequisites:** ARTS 362. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** ARTS 424 Photographic Theory and Practice. (3) (Prereq: ARTS 362) Students will study historic and contemporary critical photographic theory and its relationship to current artistic practices in the photographic medium. The coursework will be supported by the exploration of contemporary photographic practices such as methods of production, presentation, new possibilities within the “tradition of exhibition,” and the development of an individual body of work. S.

**Justification:** Our students are also in need of upper level photography courses that discuss contemporary photographic theory and focus more on the development of a cohesive body of work. This course will help prepare students to apply for graduate school, jobs, and gallery representation. **Impact on existing academic programs:** ARTS 424 will add additional 400 level courses to the photographic curriculum thus providing more options for our students. It will also add more courses that focus on the development of the individual, artistic eye. **Estimated enrollment:** 15 Prior enrollment in course (if applicable). **Method of delivery:** Classroom, Laboratory. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.

5. Department of World Languages and Cultures

a. SPAN 111 Introductory Spanish I-II (Intensive)

**Proposed revisions:** Course change. **Change in the course description:**

**Proposed catalog description:** SPAN 111 Introductory Spanish I-II (Intensive). (3) Fundamentals of the language through aural comprehension, speaking, reading, writing, with additional consideration of culture. Intensive review of first and second semester Spanish language course intended for students with two years of high school Spanish with an average of B or better, or by placement. SPAN 111 and SPAN 130 must be taken in sequence and completed with appropriate grades to fulfill Goal 5-A of the Core Curriculum. F, S.
Justification: This new course description will avoid student and advisor confusion. Only SPAN 111 and SPAN 130 are a valid sequence for Core Goal 5-A. SPAN 110 & SPAN 111 or SPAN 111 & SPAN 120 are not valid sequences. Semesters offered: Fall and Spring. Date change is to be effective: Spring 2012.

College of Science

1. Department of Biology

   a. BIOL 322    Physiological Ecology

   Proposal for a new undergraduate course.

   Number of credits: 3  Prerequisites: BIOL 122 and CHEM 111.  Corequisites: BIOL 322L.
   Course restrictions: 24 students, maximum.  Primary Goal: This course may be used as an elective.
   Proposed catalog description: BIOL 322 Physiological Ecology.  (3) (Prereq: BIOL 122 and
   CHEM 111) (Coreq: BIOL 322L) A study of physiological mechanisms and evolutionary
   adaptations which allow animals to function in their environment. Emphasis will be placed on
   examining physiological adaptations of animals in extreme environments. F.
   Justification: This course is in demand by students with career interests in wildlife management,
   ecology, marine biology, veterinary science, and organismal biology. Physiological ecology links
   animal physiology to the environment, thus the course is more appropriate for students with
   interests in ecology-related fields than is Comparative Physiology (BIOL 343).  Impact on
   existing academic programs: None.  Estimated enrollment: 24  Prior enrollment in course (if
   applicable) 15-17.  Method of delivery: Laboratory.  Semesters offered: Fall.  Date change is to
   be effective: Fall 2011.

   b. BIOL 322L    Physiological Ecology Laboratory

   Proposal for a new undergraduate course.

   Number of credits: 1  Prerequisites: BIOL 122 and CHEM 111.  Corequisites: BIOL 322.
   Course restrictions: Must be taken concurrently with BIOL 322 lecture.  Primary Goal: This
   course may be used as an elective.
   Proposed catalog description: BIOL 322L Physiological Ecology Laboratory.  (1) (Prereq:
   BIOL 122 and CHEM 111) (Coreq: BIOL 322) A laboratory course to complement BIOL 322
   lecture that introduces students to some of the basic experimental questions and techniques
   commonly used in physiological ecology. F.
   Justification: Course provides students with experience in scientific inquiry and some of the
   important experimental techniques used in physiological ecology. The laboratory component will
   allow students to apply concepts learned in lecture to living animals and additionally provide a
   practical skill set which will enhance student competitiveness in application to graduate
   programs or in the workforce. Impact on existing academic programs: None. Estimated
enrollment: 24 Prior enrollment in course (if applicable) 15-17. Method of delivery: Laboratory. Semesters offered: Fall. Date change is to be effective: Fall 2012.

2. Department of Computer Science and Information Systems

   a. CSCI 475 Decision Support Systems
      Proposal for a new undergraduate course.

      Number of credits: 3 Prerequisites: Grade of C or better in CSCI 203 or CSCI 220.
      Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective.
      Proposed catalog description: CSCI 475 Decision Support Systems. (3) (Prereq: Grade of C or better in CSCI 203 or CSCI 220) A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling, and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. S.
      Justification: CSCI 475, 3 credits, will provide an investigation in the field of decision support systems. The need to provide computer-based decision support system support for organizations is growing and evolving with support from large organizations such as Microsoft, IBM, and Oracle. This upper-level course provides students with advanced topics in the theory behind decision support systems. The course will cover related concepts, modeling, and systems important to the field. Impact on existing academic programs: This is an additional 300+ level elective course available for students to take in an area that is not covered at the university.
      Estimated enrollment: 30 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Spring. Date change is to be effective: Spring 2012.

3. Department of Kinesiology, Recreation, and Sport Studies

   a. EXSS 360 Motor Behavior
      Proposed revisions: Course change. Change number of credits from: 4 to: 3.
      Justification: The 4 hour class will become a 3 credit class with the lab hour pulled out as a separate course (1 credit). Logistical advantages, and the anticipation of additional faculty and lab space permits separate lab course. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Fall 2012.

   b. EXSS 360L Laboratory in Motor Behavior
      Proposal for a new undergraduate course.

      Number of credits: 1 Prerequisites: EXSS 205 or EDPE 131. Corequisites: EXSS 360.
      Course restrictions: None. Primary Goal: This course is required for a major.
      Proposed catalog description: EXSS 360L Laboratory in Motor Behavior. (1) (Prereq: EXSS 205 or EDPE 131) (Coreq: EXSS 360) An applied course that reinforces the basic concepts, principles, and research learned in motor behavior lecture (EXSS 360). The course includes
participation in laboratory and field-based experiments, collection and analysis of data, the generation of scientific lab reports, and applications to real-world instructional settings. F, S, Su. **Justification:** Course currently exists as a 4 hour course. Lab separation should enhance achievement of student learning outcomes. Additional space and faculty anticipated in Fall 2012. Lab replaces deletion of EXSS 400L and includes some content from this course. **Impact on existing academic programs:** Reduce traffic in exercise physiology lab; facilitate the development of a separate motor behavior lab space. **Estimated enrollment:** 140 per year Prior enrollment in course (if applicable) 60 Fall 2011. **Method of delivery:** Laboratory. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

c. **EXSS 385L** Laboratory in Exercise Testing and Prescription
Proposal for a new undergraduate course.

**Number of credits:** 1 **Prerequisites:** C or better in BIOL 232/232L, BIOL 242/242L, and EXSS 350/350L. **Corequisites:** EXSS 385. **Course restrictions:** None. **Primary Goal:** This course is required for a major.

**Proposed catalog description:** EXSS 385L Laboratory in Exercise Testing and Prescription. (1) (Prereq: C or better in BIOL 232/232L, BIOL 242/242L, and EXSS 350/350L) (Coreq: EXSS 385) An applied course that reinforces the basic principles and skills learned in Exercise Testing and Prescription (EXSS 385). Emphasis placed on the proper techniques associated with assessing health-related components of physical fitness for the development of appropriate exercise prescriptions for individuals/clients. Course may be taken two times for academic credit. F, S, Su.

**Justification:** Feedback and results from program assessments and industry (internship sites) support the need to build skills and competence in exercise testing and prescription. EXSS 385 Lab should increase student performance both in program assessments and internship. **Impact on existing academic programs:** None. **Estimated enrollment:** 45 per semester Prior enrollment in course (if applicable) 40. **Method of delivery:** Laboratory. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

d. **EXSS 400L** Laboratory in Biomechanics

**Proposed revisions:** Remove course from catalog. **Other:** Delete or Remove EXSS 400L from catalog and EXSS program requirements.

**Justification:** Few EXSS undergraduate programs include a biomechanics lab; Some content can be merged with EXSS 360L. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

e. **EXSS 490** Seminar in Exercise and Sport Science
Proposal for a new undergraduate course.

**Number of credits:** 1 **Prerequisites:** EXSS Major and Senior Standing. **Corequisites:** None. **Course restrictions:** Restricted to EXSS majors of Senior Standing. **Primary Goal:** This course is required for a major.

**Proposed catalog description:** EXSS 490 Seminar in Exercise and Sport Science. (1) (Prereq: EXSS Major and Senior Standing) Course prepares the EXSS major for internship in exercise and sport science. Students analyze career placement opportunities; seek and communicate with
potential internship sites, explore the internship process, and complete associated program and professional development requirements. F, S.

**Justification:** Preparation for intensive capstone internship experience. Program oversight and coordination of site selection and processes. Expose students to internship, professional development and career processes and expectations. Rapid explosion of enrollment necessitates control mechanisms. **Impact on existing academic programs:** None. **Estimated enrollment:** 60 per year. Prior enrollment in course (if applicable). **Method of delivery:** Classroom, Laboratory. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

f. PALS 124  
**Army Physical Fitness**

Proposal for a new undergraduate course.

**Number of credits:** 1  
**Prerequisites:** None.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.  
**Proposed catalog description:** PALS 124 **Army Physical Fitness.** (1) Introduction to the components of fitness. Emphasis is given to the fundamentals of training principles and physical conditioning and the improvement of personal fitness levels. Course includes exercise testing, exercise leadership and team competitions. F, S.

**Justification:** Arrival of ROTC program, taught by ROTC personnel. Course has previously filled as one time offering, student demand is there. Both ROTC and non-ROTC students enroll in course. **Impact on existing academic programs:** None. **Estimated enrollment:** 20. Prior enrollment in course (if applicable) 15. **Method of delivery:** Laboratory. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

g. PALS 167  
**Ocean Board Sports**

Proposal for a new undergraduate course.

**Number of credits:** 1  
**Prerequisites:** Must be a proficient swimmer.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.  
**Proposed catalog description:** PALS 167 **Ocean Board Sports.** (1) Basic knowledge and skills to enjoy a variety of ocean-based board sports. Course includes an introduction to basic ocean, water, and equipment safety, and introductory instruction and practice in several water board sports (e.g. skim boarding, boogie boarding, and paddle boarding). F, S, Su.

**Justification:** New offering aligning with student demand and interest and strength of institutional location. **Impact on existing academic programs:** None. **Estimated enrollment:** 20 Prior enrollment in course (if applicable). **Method of delivery:** Laboratory. **Semesters offered:** Fall I, Spring II, and Summer. **Date change is to be effective:** Fall 2012.

h. PALS 179  
**Outdoor Adventure Activities**

Proposal for a new undergraduate course.

**Number of credits:** 1  
**Prerequisites:** None.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.  
**Proposed catalog description:** PALS 179 **Outdoor Adventure Activities.** (1) Course provides an introductory sampling of outdoor adventure activities. Activities may include but are not limited to: hiking, paddling, biking, wilderness camping, orienteering, ropes course, and rock
climbing. Course includes active participation and technical skills, risk management, trip planning, first aid, and equipment care. Lab fee covers equipment usage. Students are separately responsible for costs associated with required trip (identified in class syllabus). F, S.

**Justification:** Course responsive to student interest and lack of current offerings in outdoor/adventure-based physical activities. **Impact on existing academic programs:** None. **Estimated enrollment:** 15 Prior enrollment in course (if applicable) 15. **Method of delivery:** Classroom, Laboratory. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

i. **ROTC 401L** Leadership and Management Seminar I Laboratory

Proposal for a new undergraduate course.

**Number of credits:** 0 **Prerequisites:** None. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course is required for a minor.

**Proposed catalog description:** ROTC 401L Leadership and Management Seminar I Laboratory. (0) Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. F.

**Justification:** The 401L class inadvertently left out of original ROTC course proposals. All ROTC courses have companion labs with them, and this leadership lab is consistent with 101L, 201L, 301L courses. **Impact on existing academic programs:** None. **Estimated enrollment:** 25 Prior enrollment in course (if applicable) 20. **Method of delivery:** Laboratory. **Semesters offered:** Fall. **Date change is to be effective:** Fall 2012.

j. **ROTC 402L** Leadership and Management Seminar II Laboratory

Proposal for a new undergraduate course.

**Number of credits:** 0 **Prerequisites:** None. **Corequisites:** None. **Course restrictions:** None. **Primary Goal:** This course is required for a minor.

**Proposed catalog description:** ROTC 402L Leadership and Management Seminar II Laboratory. (0) Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. S.

**Justification:** The 402L class inadvertently left out of original ROTC course proposals. All ROTC courses have companion labs with them, and this leadership lab is consistent with 102L, 202L, 302L courses. **Impact on existing academic programs:** None. **Estimated enrollment:** 25 Prior enrollment in course (if applicable) 20. **Method of delivery:** Laboratory. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.

k. **RSM 301** Principles of Coaching

**Proposed revisions:** Course change. **Change prerequisites from:** RSM 242 to: 45 credit hours earned.
Justification: Increase access to popular course. Decrease special permission forms. Ensure student maturity/experience for course content. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Fall 2012.

1. RSM 317  Moral and Ethical Reasoning in Recreation and Sport
Proposed revisions: Course change. Change prerequisites from: RSM 242 to: RSM 242 or concurrent enrollment in RSM 242.
Justification: More consistent with curricular sequencing, reduce special permission forms.
Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

m. RSM 400  Sport in Contemporary Society
Proposed revisions: Course change. Change prerequisites from: PSYC 101 or SOC 101 to: 60 credit hours earned.
Justification: Prerequisites not needed, removal of prerequisite barrier, senior level course
Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Fall 2012.

3. Department of Marine Science

a. MSCI 478  Marine Invertebrate Zoology
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisites: MSCI 302/302L or BIOL 370/370L. Corequisites: MSCI 478L. Course restrictions: None. Primary Goal: This course may be used as an elective.
Proposed catalog description: MSCI 478 Marine Invertebrate Zoology. (3) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 478L) A comprehensive survey of the functional morphology, life history, ecology, and relationships between marine invertebrate taxa. Focus will be on the Porifera, Cnidaria, Ctenophora, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata, and invertebrate members of Chordata. Global issues related to invertebrates and their roles in food webs, fisheries, and aquaculture will also be discussed. Three lecture hours per week. F.
Justification: Marine invertebrates are numerically and ecologically dominant members of estuarine, coastal, and open ocean communities. Students with an understanding of marine invertebrate form and function will have an advantage in their upper level courses, graduate work, and post-baccalaureate jobs. Familiarity with marine invertebrates may also stimulate interest in research with these groups. Currently enrolled MSCI students have expressed interest in taking a Marine Invertebrate Zoology course. Impact on existing academic programs: The Marine Invertebrate Zoology (MIZ) course would expand the introduction to marine invertebrate taxa given in MSCI 302/L by establishing foundations in the functional morphology, life history, and ecology of major marine invertebrate taxa. MIZ would support and strengthen existing MSCI course offerings including Diseases and Parasites of Aquatic Organisms (MSCI 466/L), Fisheries Science (MSCI 458/L), Population Biology of Marine Organisms (MSCI 472/L), Marine Ecology (MSCI 475/L), Marine Plankton (MSCI 476/L), Ecology of Coral Reefs (MSCI 477), and Marine Benthic Ecology (MSCI 479/L). Estimated enrollment: 24 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall. Date change is to be effective: Fall 2012.
b. **MSCI 478L**  
**Marine Invertebrate Zoology Laboratory**  
Proposal for a new undergraduate course.

**Number of credits:** 1  
**Prerequisites:** MSCI 302/302L or BIOL 370/370L.  
**Corequisites:** MSCI 478.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.  
**Proposed catalog description:** MSCI 478L **Marine Invertebrate Zoology Laboratory.** (1) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 478) The laboratory demonstrates the topics and principles presented in lecture. Field and laboratory activities will emphasize observational skills for analyses of the structural adaptations of live marine and estuarine invertebrates. Three laboratory hours per week. Some field trips may extend beyond the class period. F.  
**Estimated enrollment:** 24 Prior enrollment in course (if applicable).  
**Method of delivery:** Laboratory.  
**Semesters offered:** Fall.  
**Date change is to be effective:** Fall 2012.

4. **Department of Mathematics and Statistics**

a. **MATH 348**  
**Rubik's Cube Mathematics**  
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisites:** MATH 161.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.  
**Proposed catalog description:** MATH 348 **Rubik's Cube Mathematics.** (3) (Prereq: MATH 161) This course introduces the tools of mathematical logic and group theory, and uses them to solve mathematical puzzles including the Rubik's cube. F.  
**Justification:** First, the math majors going into Math 446 need more transition from calculation to rigorous proof. This course will help them adapt and introduce them to some of the topics in abstract algebra in a less demanding environment. Second, this course will give math minors an interesting course which leans more towards abstract mathematics than the other courses they typically take.  
**Impact on existing academic programs:** I hope this course will better prepare math majors for Math 446 and also give an additional option to our math minors allowing them more flexibility.  
**Estimated enrollment:** 15 Prior enrollment in course (if applicable) 18 (Fall 2011).  
**Method of delivery:** Classroom.  
**Semesters offered:** Fall.  
**Date change is to be effective:** Fall 2012.

**Academic Affairs Committee:** (For Senate Information Only)

**Department of Accounting, Finance, and Economics**

a. **CBAD 467**  
**Real Estate Finance and Investment**  
Proposed revisions: Change in course prefix and number from: CBAD 467 to: FIN 462.

b. **ECON 310**  
**Financial Institutions and Markets**  
Proposed revisions: Change course title from: Financial Institutions and Markets to: Money and Banking.
Department of Management and Decision Sciences

a. CBAD 371 Management and Organizations
Proposed revisions: Change in course number from: CBAD 371 to: CBAD 301.

b. CBAD 475 Production/Operations Management
Proposed revisions: Change in course number from: CBAD 475 to: CBAD 364.
Change in prerequisites from: Admission to the Wall College of Business, and a grade of C or better in CBAD 350, 363, 371 to: A grade of C or better in CBAD 292 and CBAD 301.
Change in corequisites from: None to: CBAD 350 and CBAD 363.

c. CBAD 372 Organizational Theory & Behavior
Proposed revisions: Change in course prefix and number from: CBAD 372 to: MGMT 306.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

d. CBAD 374 Human Resource Management
Proposed revisions: Change in course prefix and number from: CBAD 374 to: MGMT 307.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

e. CBAD 471 Leadership in Project Management
Proposed revisions: Change in course prefix and number from: CBAD 471 to: MGMT 480.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

f. CBAD 472 Cross-Cultural Management
Proposed revisions: Change in course prefix and number from: CBAD 472 to: MGMT 461.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

g. CBAD 473 Initiation and Management of New Business Enterprise
Proposed revisions: Change in course prefix and number from: CBAD 473 to: MGMT 421.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

h. CBAD 474 Quality Process Management
Proposed revisions: Change in course prefix and number from: CBAD 474 to: MGMT 481.
Change in prerequisites from: Grade of C or better in CBAD 371 to: Grade of C or better in CBAD 301.

Department of History
a. ANTH 102  Understanding Other Cultures
Proposed revisions: **Add corequisite from:** None **to:** ANTH 102L.

**Department of Mathematics and Statistics**

a. MATH 135  Precalculus
Proposed revisions: **Change in catalog description**
MATH 135 **Precalculus.** (4) (Prereq: Mathematics Placement Test) Topics covered include complex numbers, concepts and properties of functions, inverse functions, right triangle trigonometry, proving trigonometric identities, solving trigonometric equations, properties and graphs of polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. F, S.

b. MATH 139  Basic Concepts of Contemporary Mathematics
Proposed revisions: **Change in prerequisites from:** None **to:** MATH 129L with a passing grade or the Mathematics Placement Test.

c. MATH 201  Mathematics for Early Childhood and Elementary Education Majors I
Proposed revisions: **Change in prerequisites from:** Math Placement Test results in placement into MATH 130 or MATH 130i **to:** MATH 130 with a grade of C or better, or the Mathematics Placement Test.

**Change in the Student Learning Outcomes**

**STUDENT LEARNING OUTCOMES**

After completing this course, the students should be able to:

1. Select and use appropriate problem-solving tools, as well as solve non-routine problems.
2. Help elementary students identify and apply number sequences and proportional reasoning.
3. Understand numbers, ways of representing numbers, relationships amongst numbers, and number systems both modern and ancient.
4. Understand basic set theory, along with its operations and properties, and use it to provide a systematic way to organize and describe number systems.
5. Explore pre-numeration concepts, whole numbers, integers, fractions, decimals, percents and their relationships.
6. Apply the four basic operations with symbols and variables to solve problems and to model, explain, and develop computational algorithms.
7. Understand the relationship between the four basic operations and discuss it with fluency.
8. Factors, multiples, prime factorization, divisibility and relatively prime numbers to solve problems.
9. Understand large and small numbers and recognize and appropriately use various forms of notation.
10. Understand the history of mathematics and contributions of diverse cultures to that history.
11. Identify mathematical preconceptions, misconceptions, and error patterns in elementary students’ work as a basis to improve understanding and construct appropriate learning experiences and assessments.

d. MATH 202  Mathematics for Early Childhood and Elementary Education Majors II

Proposed revisions: Change in the Student Learning Outcomes

STUDENT LEARNING OUTCOMES

After completing this course, the students should be able to:

1. Select and use appropriate problem-solving tools, as well as solve non-routine problems.
2. Help elementary students identify and apply number sequences and proportional reasoning.
3. Understand numbers, ways of representing numbers, relationships amongst numbers, and number systems both modern and ancient.
4. Understand basic set theory, along with its operations and properties, and use it to provide a systematic way to organize and describe number systems.
5. Explore pre-numeration concepts, whole numbers, integers, fractions, decimals, percents and their relationships.
6. Apply the four basic operations with symbols and variables to solve problems and to model, explain, and develop computational algorithms.
7. Understand the relationship between the four basic operations and discuss it with fluency.
8. Factors, multiples, prime factorization, divisibility and relatively prime numbers to solve problems.
9. Understand large and small numbers and recognize and appropriately use various forms of notation.
10. Understand the history of mathematics and contributions of diverse cultures to that history.
11. Identify mathematical preconceptions, misconceptions, and error patterns in elementary students’ work as a basis to improve understanding and construct appropriate learning experiences and assessments.

e. MATH 450  Advanced Calculus I

Proposed revisions: Change in catalog description

MATH 450 Advanced Calculus I. (3) (Prereq: A grade of C or better in Math 220 and Math 260) This course covers the theory behind most of the concepts introduced in an introductory calculus course. Topics covered include the Completeness axiom and the theory of sequences, continuity, differentiation, and integration of functions of one variable. F.

f. MATH 454  Analysis

Proposed revisions: Change in course title from: Analysis to: Advanced Calculus II.
Change in prerequisites from: Math 450 with a grade of C or better or permission of the instructor to: Math 450 with a grade of C or better.
Change in catalog description

MATH 454 Advanced Calculus II (3) (Prereq: A C or better in Math 450) This course is a continuation of Math 450. Topics covered include infinite series, sequences and series of functions, continuity and convergence in n-dimensional euclidean space. Selected topics from
Taylor series and differentiation of functions of more than one variable will also be covered at the discretion of the instructor. S.

**Motion to approve Q-designation (Experiential Learning) for the following courses in the University Catalog (Approved by the QEP Executive Board as per Academic Affairs Committee Authorization):**

**College of Education**

**EDEC 466 (Q) Internship in Elementary School (Early Childhood).** (9) The internship experience is comprised of supervised teaching experiences in a prekindergarten, kindergarten, first, second or third grade classroom. F, S.

**EDEL 467 (Q) Internship in Elementary School (Elementary).** (9) (Coreq: EDEL 496) The Elementary Education Internship remains the culminating field experience for Elementary Education candidates. The internship requires candidates to assume most or all of the responsibilities of an Elementary Teacher (grades 2-6) for at least 60 continuous days. F, S.

**EDML 468 (Q) Internship in Middle Level Teaching.** (9) (Coreq: EDML 458) Supervised teaching experience in the middle grades classroom. Interns will be assigned to field placements for a period of no fewer than 60 instructional days. F, S.

**EDLD 478 (Q) Internship in Learning Disabilities.** (12) Supervised teaching experience with learning disabilities students. Interns will be assigned to clinical placements for a period of no fewer than 60 instructional days. S.

**EDPE 479 (Q) Internship (Physical Education).** (12) All Internship experiences are comprised of supervised teaching experiences in either the appropriate grade level or subject-matter area related to the student’s area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Pass/Fail grading only. F, S.

**College of Business**

**CBAD 497 (Q) Business Internship.** (3-12) (Prereq: Junior standing, minimum GPA of 2.5, and approval of the Associate Dean) The Business Internship is a supervised work experience in a business setting. The specific work environment and student’s job responsibilities must be approved, in advance, by supervising faculty. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from three to twelve (3–12) credit hours for the Business Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) business internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree.
RTMA 180 (Q) Guest Services I. (1) (=PGMP 180) (Prerequisite: RTMA 101) A six month internship experience in the production of core resort destination services, i.e. food, lodging, entertainment/recreation, transportation. This course includes biweekly instruction from faculty and management on topics related to service quality and production.

RTMA 280 (Q) Guest Services II. (1) (=PGMP 280) (Prereq: RTMA 101) A six month internship experience in high customer contact positions in a resort destination area, i.e. front desk, dining/banquet room, ticketing, recreation area. This course includes biweekly instruction from faculty and management on techniques for successful service delivery and guest problem solving.

RTMA 480 (Q) Resort Management Training. (1) (=PGMP 380) (Prereq: RTMA 180, 280) A six month internship experience in which the student will participate in compiling and analyzing management reports for a tourism service business. The course includes biweekly instruction from faculty and management in the areas of back-office accounting and supervision in a resort tourism service business.

Graduate Council:
(moved and seconded out of Executive Committee)

College of Science - Department of Biology

Proposals for new Graduate courses:

a. CMWS 701 Internship. (6) (Prereq: Internship plan must be submitted and approved by the CMWS Graduate Committee) Supervised work experience in assessment, management or regulation of coastal marine and wetland systems. Requires a minimum of 450 hours, an oral presentation and submission of a report. F, S, Su.

b. CMWS 702 Project Completion. (1) (Prereq: Completion of six credit hours of CMWS 700 or CMWS 701) Activity contributing to completion of the thesis or internship. May be repeated. Pass/Fail credit. F, S, Su.

Proposal for changes in a Graduate course:

a. CMWS 700 Thesis Research: Course change: Change course description to cap the number of hours the students may take to 6.

   Proposed catalog description: CMWS 700 Thesis Research. (1-6) Research conducted leading toward the preparation, acceptance and defense of a thesis. May be repeated up to a maximum of six credit hours. F, S, Su.